

Report on the Status of UC Women 2006



UNIVERSITY OF
Cincinnati



A Message from the President

The University of Cincinnati has embarked on a massive undertaking to transform our institution into a model for the 21st century, through our UC|21 strategic vision. As we pursue our goals to become the new urban research university and to achieve success for all of our students, faculty and staff, we wish to also advance opportunities and success for our women students, faculty and staff. After all, women comprise a significant proportion of our university community.



Since my arrival at UC three years ago, I have spoken to many women's groups both on and off campus. I have listened to many members of our community — not just women — speak about the history of UC and our communities, and about experiences and hopes. Repeatedly, I have heard about the need for data, the need for a greater and more effective commitment to true diversity on campus, about desires for UC to not only lead the way in creating equity and inclusiveness, but also in building bridges between students and staff, between the university and the region, and between the present and the past. This report represents a major step toward examining the data and marks a beginning point for dialogue about gender at UC. As a part of that conversation, I have also appointed a UC|21 Diversity Task Force, which will be making recommendations on the important issue of campus diversity by the end of the year.

Ensuring gender equity in higher education and at UC in particular is an ongoing challenge. The Report on the Status of UC Women 2006 provides crucial baseline information against which we can measure our progress over time. It also includes brief descriptions of programs and initiatives that are helping us to move toward gender equity among all three constituencies of UC women — students, faculty and staff.

It is evident from the data in this report that we have made progress in a number of areas compared to 1998, but we still have work to do.

In closing, I want to thank Barbara Rinto, Karen Faaborg, Cindy Berryman-Fink, Lee Mortimer and Linda Graviss, as well as those individuals listed on the last page of this report, for their hard work in creating this study. Over the years, the UC community has engaged in a number of efforts to increase the representation of women in senior positions and across disciplines and departments. These have ranged from grassroots efforts for specific constituencies to presidential-level initiatives addressing all women. Our most recent effort, the Women's Initiative Network (WIN), is composed of faculty, staff and students from across the university. It is because of their collective work that we have this report, and I am committed to future reports documenting our challenges and progress.

Sincerely,

A handwritten signature in black ink that reads "Nancy L. Zimpher". The signature is fluid and cursive, written over a light gray background.

Nancy L. Zimpher
President

Quick Facts about UC Women

2005-06

- 19,105 (54.2%) of our students were women; 16,139 (45.8%) were men
- 827 (36.5%) of our faculty were women; 1437 (63.5%) were men
- 326 (39.4%) of our women faculty were tenured; 809 (56.3%) of our men faculty were tenured
- 386 (54.1%) of our executive and/or administrative positions were held by women; 328 (45.9%) were held by men

Since 1998-99,

- Executive and Administrative women increased 64.3%; males in the same category increased 12.3%.
- African American women in Executive and Administrative positions increased 24.4%
- Faculty women increased 34.7%; male faculty members increased 8.5%.
- Female Professors increased 20.5%; male Professors increased 5.0%.
- Female Associate Professors increased 28.5%; male Associate Professors decreased 5.4%.
- Female Assistant Professors increased 41%; male Assistant Professors increased 28.1%.
- Women students increased by 7.9%; male students increased by 0.6%.

Women in Academic Leadership and Senior Staff Positions

The University of Cincinnati has seen the number of women in academic leadership positions increase dramatically since 1998 with the addition of four female deans and a Senior Vice Provost and Vice President. Clearly the most significant change is the hiring of the first woman president in the history of the university. In addition, white women currently make up 40% of all senior staff positions at UC.

Women hold 35.4% (46) of all academic department chairmanships. In the Medical Center, which consists of the Colleges of Medicine, Nursing, Allied Health and Pharmacy, there are 45 currently occupied endowed chair positions. Women hold three of these positions. None of the eleven Ohio Eminent Scholars at UC are women.

Senior Staff Positions	Race	Sex	Head-count
Sr. VP	W	M	1
	W	F	2
VP	B	M	1
	W	M	4
	W	F	1
Assoc. Sr. VP	W	F	4
	W	M	1
Sr. Assoc. VP	W	M	3
	W	F	1
	B	M	1
Assoc. VP	W	M	9
	W	F	6
	B	M	1
Asst. Sr. VP	W	F	2
	W	M	2
Asst. VP	W	F	2
	W	M	4

	2005-06	1998-99
President	1	0
Provosts	1	0
Vice Provosts	2	2
Deans	6	2

Profile of Women in Academic Leadership

Department heads

West Campus and Branches	41 for 41.4%	2 African American
East Campus	5 for 16.13%	1 Asian
TOTAL	46 for 35.4%	

Endowed chairs

West campus and branches	6 for 20%	1 African American
East Campus ¹	3 for 6.7%	1 Asian
TOTAL	9 for 12%	

Named Professorships

West campus and branches	2 for 20%	0
East Campus ²	NA	—
TOTAL	2 for 20%	0

¹ This number represents filled positions; 20 endowed chair positions were open as of June 2006.

² Not applicable on East Campus.

UC|21 Diversity Task Force

A presidential task force was formed in spring 2006 to assess UC's progress toward racial and ethnic diversity and recommend to the executive committee of the President's Cabinet an overall strategy and action plan for promoting diversity that integrates ongoing efforts and existing institutional structures into goals, plans and benchmarks for moving forward. Task force members include representatives from student government, faculty, staff and community as well as gender, disability and sexual orientation interest groups.

Members are reviewing UC demographics, the histories of diversity work at UC and an inventory of extant programs and services. Best practices are being collected and work groups have been formed to focus on student, staff and faculty recruitment and retention, institutional structures and processes, and campus and community climate.

More complete information and minutes can be found at:

www.uc.edu/diversitytaskforce

Women's Leadership Conference

The UC Women's Leadership Conference has been offered annually since 1996. Today the annual event focuses on increasing the knowledge and skills of both staff and faculty women in order to prepare them for leadership positions within higher education. A combination of workshops and plenary sessions provide information on topics such as work/life balance, mentoring, negotiation, and conflict resolution. The conference is a rare opportunity for women from different colleges, disciplines and backgrounds to interact.

Women's Institute for Leadership Development

Recognizing the need to get women into senior leadership positions led a group of UC women to initiate the first Women's Institute for Leadership Development program (WILD) in 2000. The program focused on women in mid-career – faculty at the associate level and staff women at the Director level with three years experience at UC. Interest in the UC program led to the development of a regional program, under the banner Higher Education Collaborative (HEC). Nineteen UC women have participated in the program, along with 82 women from Xavier University, Northern Kentucky University, Cincinnati State, Mount St. Joseph, Miami University, Northwest State Community College and the Union Institute. All institutions contribute financially to offset the cost of the regional program.

To date, 104 UC women have participated in either the UC specific training or the regional program. Ninety-two (92) of the 104 women are still at UC and 22 have been promoted 25 times to positions such as assistant and associate vice president positions, treasurer, assistant dean and associate senior vice president.



Gender and Race/Ethnicity Distribution of Executive/ Administrative Staff 2005-06 versus 1998-99

Ethnicity	2005-06		1998-99		Increase/Decrease			
	Male	Female	Male	Female	Male		Female	
					No.	%	No.	%
American Indian	3	2	1	1	2	200.0%	1	100.0%
Black	22	51	22	41	0	0.0%	10	24.4%
Asian	3	6	2	3	1	50.0%	3	100.0%
Hispanic	1	0	3	3	-2	-66.7%	-3	-100.0%
White	290	314	262	185	28	10.7%	129	69.7%
Unknown	9	13	2	2	7	350.0%	11	550.0%
	328	386	292	235	36	12.3%	151	64.3%

Overall the number of executive and administrative positions at UC has increased by 35.5% from 527 in 1998-99 to 714 in 2005-06. The percent of females holding executive and administrative positions has increased from 44.6% to 54.1% with white females increasing by 69.7%. The definition of executive and administrative positions is found in the U.S. Dept. of Education Integrated Postsecondary Education Data system. It includes all persons whose assignments require management of the institution. Titles include vice presidents, deans, directors, assistant and associate, and all managers.

Faculty by Rank and Gender 2005-06 versus 1998-99

In 1998-99, women represented 31.7% of all faculty positions and men represented 68.3%. During the next seven years, women increased their share of faculty positions to 36.5% even with an overall growth in faculty numbers from 1939 to 2264. Specifically, women Professors increased by 20.5%, women Associate Professors by 28.5%, and women Assistant Professors by 41.0%.

Rank	2005-06				1998-99				Increase/Decrease			
	Male	Female	Total	% Female	Male	Female	Total	% Female	Male		Female	
					No.	%	No.	%	No.	%	No.	%
Professor	589	159	748	21.3%	561	132	693	19.0%	28	5.0%	27	20.5%
Associate Professor	403	257	660	38.9%	426	200	626	31.9%	-23	-5.4%	57	28.5%
Assistant Professor	369	299	668	44.8%	288	212	500	42.4%	81	28.1%	87	41.0%
Instructor	28	53	81	65.4%	13	16	29	55.2%	15	115.4%	37	231.3%
Adjunct	21	26	47	55.3%	15	24	39	61.5%	6	40.0%	2	8.3%
Librarians	27	33	60	55.0%	22	30	52	57.7%	5	22.7%	3	10.0%
Total	1437	827	2264	36.5%	1325	614	1939	31.7%	112	8.5%	213	34.7%
	63.5%	36.5%			68.3%	31.7%						

Family-Friendly Policies: Stop the Tenure Clock

In an effort to make the University friendlier to families with children, UC implemented a policy to allow faculty members leave for up to one year to take care of child rearing needs. This leave may include the option of reduced responsibilities for which the person is compensated proportionately. Faculty members on child-rearing leave have the option of signing a waiver indicating that the period of leave will not be considered in counting the years toward tenure.

In addition, those faculty members who are in the pre-tenure probationary period who have substantial responsibility for the care of a newly born infant or a newly adopted child under the age of five may request an extension of the seven-year probationary period of up to one year for each event of birth or adoption provided that all time off the tenure clock totals no more than two years. This provision does not require that a formal leave of absence be taken so that it is possible for the faculty member to continue to fulfill departmental responsibilities while having an extended period to attain the standards necessary to achieve tenure.

Mentoring Program for New Faculty

The Mentoring Program begins with an orientation for new faculty about a week before classes begin in the autumn quarter. Sponsored by the Office of the Senior Vice President and Provost for Baccalaureate and Graduation Education, the Mentoring Program has four primary goals:

- to provide support for new faculty when they first arrive,
- to develop their teaching and research potential,
- to connect experienced faculty with new faculty,
- to provide opportunities for mentors to develop skills.

Faculty members with previous mentoring experience and a commitment to mentoring are selected to serve as the coordinator within their college. They identify the new faculty for placement in the Program and make the mentoring assignments. Ideally, each new faculty member will be assigned two mentors, one in that person's home department and the other in a different (although perhaps related) department.

National data indicates that 45% of all doctorates in 2004 went to women, the ninth consecutive year in which the percent of female doctorate recipients exceeded 40%. In only two fields do female doctorate recipients continue to fall below the 40% mark – physical sciences at 27% and engineering at 18%.

Faculty Tenure Status by Gender 1998-99 versus 2005-06

	1998		2005		Increase/ Decrease
	#	%	#	%	
Tenured					
Female	309	26.4%	326	28.7%	5.5%
Male	860	73.6%	809	71.3%	-6.3%
Total	1169		1135		-3.0%
Eligible					
Female	85	43.4%	171	50.6%	101.2%
Male	111	56.6%	167	49.4%	-50.5%
Total	196		338		72.4%
Not Eligible					
Female	220	38.3%	330	41.7%	50.0%
Male	354	61.7%	461	58.3%	-30.2%
Total	574		791		37.8%

While the percent of tenured female faculty has increased only 5.5% in the seven years between 1998 and 2005, the percent of female faculty on the tenure track has increased 101.2%. It takes an average of six years for faculty to achieve tenure. Significant numbers of tenured faculty will be retiring in the next decade — most of whom are males — and we should see a larger growth in the number and percent of tenured females. However, research indicates that more females than males leave before achieving tenure. The reasons given for leaving include the stress of work/life balance including difficulty with child or elder care issues. Efforts such as the Stop the Tenure Track policy are important to faculty struggling to balance their career with the commitment to family, both as a practical matter and as an example of a welcoming climate.

Faculty Tenure Status by Race/Ethnicity for Women

	Tenured		Eligible		Not Eligible				
	1998	2005	1998	2005	1998	2005			
White	272	282	80	125	179	252			
Black	25	23	2	12	11	10			
Hispanic	1	3	0	4	4	11			
Asian	10	16	1	23	25	35			
American Indian	1	0	0	0	0	0			
Unknown	0	2	2	7	1	22			
		% change		% change		% change			
TOTAL	309	326	5.5%	85	171	101.2%	220	330	50%

The total number of tenured women faculty has increased only slightly in seven years from 309 in 1998 to 326 in 2005 although, in 1998, there were 85 women eligible for tenure. There has been a decline in the number of African American women with tenure from 25 to 23. Overall, the percent of women eligible for tenure has increased by 101.2% (86) since 1998 and almost half of the increase is in women of color (47.7%). The number of female faculty who are not eligible for tenure has increased from 179 to 252 or 40.7% as has the number of male faculty members.

Undergraduate and Graduate Female Students by College 1998-99 versus 2005-06

College	2005-06		1998-99		% Change in total females from '98-'05
	#	% Female	#	% Female	
Allied Health	1,021	80.6%	495	82.8%	106.3%
Applied Science	331	18.2%	153	11.5%	116.3%
Arts & Sciences	3,668	56.1%	3,170	53.5%	15.7%
Business	890	36.4%	1,034	38.6%	-13.9%
CCM	674	46.8%	652	47.3%	3.4%
DAAP	1,403	59.7%	904	48.7%	55.2%
Education, CJ, & HS	2,659	66.9%	1,593	69.3%	66.9%
Engineering	495	16.8%	481	17.1%	2.9%
Law	193	49.0%	188	52.4%	2.7%
Medicine	475	46.1%	408	41.8%	16.4%
Nursing	895	89.5%	748	90.6%	19.7%
Pharmacy	269	70.6%	217	69.3%	24.0%
Social Work	297	89.7%	217	86.5%	36.9%
ACE / CECE ¹	469	54.3%	2,234	63.0%	-79.0%
CAT / Univ.Coll. ¹	557	48.5%	1,459	47.4%	-61.8%
Clermont	1,763	62.6%	1,298	63.8%	35.8%
Raymond Walters	3,046	67.7%	2,457	70.5%	24.0%
Total	19,105	54.2%	17,708	52.5%	7.9%
Uptown Campus	14,296	51.2%	13,953	49.4%	2.5%
Branch Campuses	4,809	65.8%	3,755	68.0%	28.1%

Women students increased by 7.9% in the seven-year period from 1998 to 2005. In six of the colleges - Applied Science, Arts and Sciences, DAAP, Medicine, Pharmacy and Social Work - women represent a higher proportion of students in 2005 than in 1998. In seven other colleges - Allied Health, Business, Education, CJ, and HS, Law, Nursing, Clermont and Raymond Walters - women students represent a smaller proportion of the overall student population than in 1998. The remaining two colleges - CCM and Engineering - show a change of one percent or less (plus or minus) in the proportion of their female students between 1998 and 2005.

While women students at UC slightly exceed their numbers in the U.S. population (54.2% vs. 51%), several colleges show gender breakdowns that are skewed heavily toward either females or males. Historically female fields such as nursing and social work have student bodies that are almost 90% female while historically male fields such as engineering and technology continue to have a disproportionately male student body. (College of Engineering 83.2% and College of Applied Science 81.8%).

¹As part of the Collegiate Structure Initiatives, the former University College and Evening College were replaced by the Center for Access and Transition and the Adult and Continuing Education program, respectively. These changes make comparisons between 1998 and 2005 and between other colleges difficult.

Rowe Center for Women in Engineering

The Rowe Center for Women in Engineering was established in 2001 to provide a focal point for women engineering students to access supports for success in classes, on co-op work assignments and beyond. The Center coordinates with existing programs in the College of Engineering, the University, and the broader community to support students through a variety of programs including mentoring, tutoring and networking.

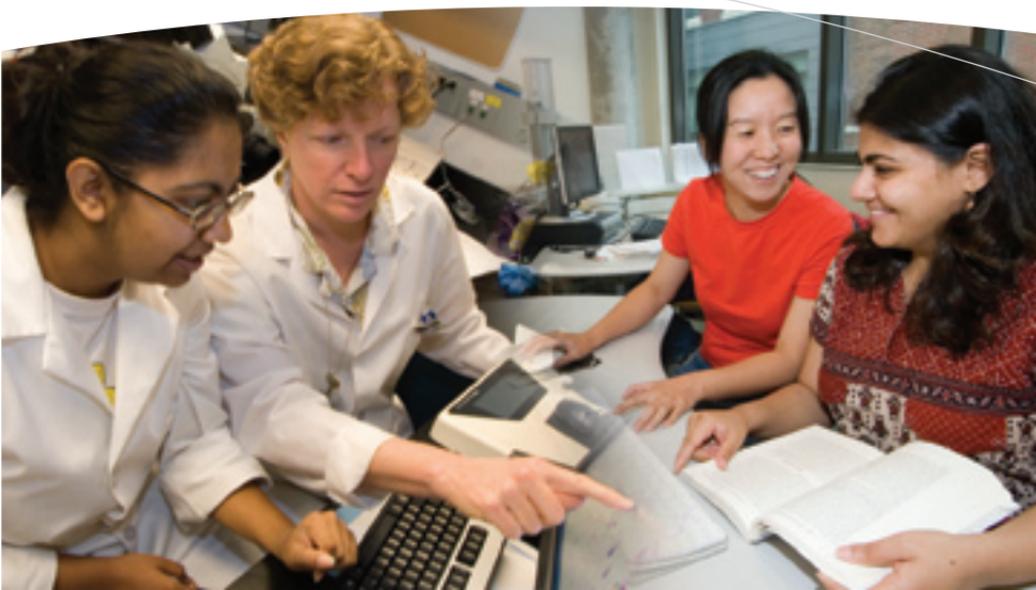
The Center also supports efforts to encourage middle and high school girls to consider an engineering degree. Girls identified as interested are contacted and they and their families are invited to tour UC and meet faculty and women students. A summer day camp is offered for girls 9-12 grade and the Center staff conduct high school visits and attend College fairs.

The Center evaluates its success by tracking the number of confirmed first year students who are female and the number of female students retained from the first to the second year. In August 2006, 92 female students were confirmed, an increase of 13.2% over August 2005 and 70% of first year students are staying for a second year.

Women in Science and Engineering (WISE): Research Experience for Women Undergraduates

The Research Experience for Women Undergraduates (REWU) aims to expose students to various aspects of scientific and experimental research, and to encourage the pursuit of a research career. The Offices of the Provost and the Vice President for Research sponsor the program, in part, with additional support from departments. Undergraduates work closely with an experienced faculty on ongoing research projects. In addition to carrying out the research, the student is involved in interpreting the results of the research, deriving conclusions, and preparing and presenting a technical paper. The students attend weekly workshops on a variety of relevant topics and prepare a written final report. The capstone experience of the program is a formal presentation equivalent to that at a national professional meeting.

Each participant for the summer program receives a \$4000 stipend and is expected to work 40 hours per week. To date, 134 students have participated and more than 70 faculty have acted as mentors. An estimated 20% of WISE students have gone on to graduate or professional programs in their respective field.



Student Parents: Findings from the Success Challenge Project

In 2006, the Women's Center completed a study to determine the number of undergraduate UC students with dependent children and to identify and measure the stressors and barriers they encountered in pursuing a degree. The study also compared services available at UC for student parents against services available at 28 comparable public universities within and outside of Ohio. Study partners came from across the university including faculty and staff, representatives from both branch campuses and technical support from UC's Kunz Center for the Study of Work and Family.

Findings indicated that 25% of UC undergraduates have dependent children and 71% of student parents have postponed their education because of their parental responsibilities. The typical student parent is a female, unmarried and slightly older than the typical undergraduate.

Barriers to educational success identified by the students include lack of study time and difficulty in balancing curricular and parental demands, high cost and inaccessibility of childcare, and a prevailing sense of isolation from faculty, administrators and staff who were either unaware of or inattentive to their needs.

The report is available on the Women's Center Web site for download (www.uc.edu/ucwc). Two work groups are being formed to address the most significant issues identified by students — informing and educating the UC community about this population and developing expanded childcare options. Progress on both fronts will, ultimately, support all UC parents in their struggles for work/life balance.

Report on the Status of UC Women 2006

Sponsored by the UC Women's Initiative Network (WIN)

The Women's Initiative Network was formed in 2001 and serves as an umbrella group for faculty, staff, student and alumni organizations and units on campus that are dedicated to serving women. WIN works collaboratively across the university and community to expand opportunities for women's growth, leadership and power within a safe and supportive university environment consistent with the goals of UC|21.

For more information on WIN, please visit the website at uc.edu/win

Prepared by:

Cynthia Berryman-Fink, Professor, Communication
Karen Faaborg, Vice Provost
Linda Graviss, Associate Vice President and Treasurer
Lee Mortimer, Academic Director, Institutional Research
Barbara Rinto, Director, UC Women's Center

Assistance was received from:

Marianne Kunnen-Jones, Special Assistant for University Communications,
Office of the President
Mitchel Livingston, Vice President, Student Affairs and Services
Lynda Price, Assistant Sr. Vice President and Assistant Dean, College of
Medicine
George Wharton, Director, Office of Equal Employment
Business Offices of the Colleges

Additional reports will be developed in subsequent years to describe specific populations in greater depth and to measure our progress over time. If you have suggestions or comments on this report or ideas for future reports, please contact Barbara Rinto at 556-3279 or Barbara.Rinto@uc.edu.